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ABSTRACT

As an initial step toward developing an accountability plan for educational services, the Administrator of Classification and Programs of the Oklahoma Department of Corrections requested an evaluation of services for fiscal year 1986. Data were gathered for 10 educational services programs through logs prepared by teachers and principals. Results were reported in five parts: (1) information concerning the need for educational programs in the Department of Corrections based on the test data provided by psychological staff; (2) a summary of the delivery of educational services to inmates in terms of the number of inmates served; (3) a summary of movement through educational programs; (4) information about the individuals who participated; and (5) the results of the quarterly test data as a measure of program impact. The study concluded that although a great many educational services had been provided, the completion rate was very low. It recommended a series of action steps to improve educational services for incarcerated persons in Oklahoma. (Includes 11 data tables, description and eligibility criteria for offender programs, and a sample class register form.) (KC)

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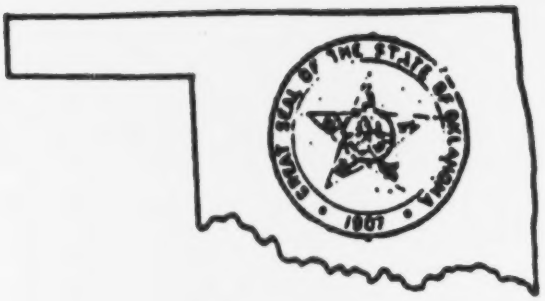

Summary of Fiscal Year 1986 Participation in Educational Programs

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September 1986

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Introduction

As an initial step toward developing an accountability plan for Educational Services, the Administrator of Classification and Programs requested that Planning and Research conduct an evaluation of services based on the data being submitted by teachers and principles each month. The request was made to provide the Administrator with measures of current activity and performance and an assessment of the appropriateness of data being collected so that programmatic issues could be identified, performance standards could be established and future program directions could be determined.

Throughout fiscal year 1986, teachers and principles submitted monthly program participation logs to Planning and Research. The information from the logs was summarized each month and presented in the monthly report submitted to the Oklahoma Board of Corrections. The present report contains a summary of the monthly data for the fiscal year as requested. The discussions of the summary process and results are followed by a review of the actions being taken by Educational Services in response to the findings reported. The teachers and principles are commended for their cooperation and their efforts to provide administrators valuable information about program performance within Educational Services.

Data Collection

Descriptions and criteria for the ten Educational Services programs discussed in the present report are provided in Appendix A. The ten programs are: (a) Basic Integration Program; (b) Learning Disability Program; (c) Adult Basic Education; (d) GED; (e) High School Diploma; (f) College/Talk-Back TV; (g) Post Secondary Education; (h) Chapter I; (i) Vocational Technical Programs; and (j) Daily Living Skills. The vocational programs were limited to those at Oklahoma State Reformatory, Mabel Bassett, and Jess Dunn for the full fiscal year, with Conner and James Crabtree reporting for part the year. Two of the larger vo-tech programs, Ouachita and Lexington, did not maintain the monthly logs during the fiscal year.

A copy of the monthly log that served as the data collection instrument is provided in Appendix B (the actual log was on legal size paper). The log was designed by the Superintendent of Schools for the Department of Corrections, with assistance from Planning and Research staff. The intent was to record events which might influence or reflect the delivery of services to inmates. Codes were provided to show the following events: (a) reception date and type; (b) termination date and type; (c) excused absences, defined as absences not in the control of the inmate; (d) unexcused absences, that is, absences that could have been avoided by the inmate; and (e) actions that instructors took when unexcused absences occurred. Instructors recorded the various codes for the day each event occurred.

Entry of the monthly logs from each instructor was provided by the Data Entry Operator assigned to Planning and Research. All data was entered on an IBM PC XT through dBASE III software. An average of 1,800 records per month were entered. Summarization of the data was also performed on the IBM PC XT. The summary reports were presented in the monthly Board of Corrections reports.

Instructors also provided the results of the pre- and post-testing for students completing academic programs. This information was provided quarterly. A major limitation on the quarterly testing results is that instructors did not utilize the same tests, that is, instructors gave the tests that they preferred and not a standardized scale.

Therefore, the results presented in the next section on the quarterly tests should be reviewed with caution; they are not necessarily comparable.

Results

Presentation of the results is divided into five parts. First, information is presented concerning the need for educational programs in the Department of Corrections based on the test data provided by Lexington's psychological staff. The second part provides a summary of the delivery of educational services to inmates in terms of the number of inmates served. Third, movement through educational programs is summarized; the fourth section provides information about the individuals that participated. The fifth part presents the results of the quarterly test data as a measure of program impact.

The Need

Information from the Fiscal Year 1986 Inmate Accounting report showed 4,179 inmates received into the inmate system. Revised Beta scores were provided by Lexington psychological staff for 3,937 inmates (Table I). Receptions that could not read or could not speak English were not entered into the data files, so the data in Table I represents only those inmates capable of completing the test.

For the Revised Beta, a score of 100 is considered average and scores between 85 and 115 are considered to be within the normal range. Of the 3,937 inmates tested, 27.3 percent, or 1,073 inmates, fell at or below 85. For the female receptions, 111 (40.7 percent) were at or below 85, as were 26 percent (858) of the males. The majority of the inmates fell within one standard deviation of the norm of 100 for the Revised Beta, and 2,968 inmates (72.7 percent) scored higher than 85. The mean value for females was almost ten points below the norm. This result may be an artifact of 366 scores (9 percent) having the sex code excluded. However, the average of all receptions tested was 6.4 points below the norm and 69 percent scored below 100.

Reading level results from the California Achievement Test are presented in Table II. A total of 3,167 inmates completed their reading test, of which 24.2 percent (767) were reading at or below a sixth grade level and 41.2 percent (1,524) were at or below the ninth grade level. Among those tested, 58.8 percent (1,643) were performing higher than the ninth grade. Again, the number of inmates whose reading skills were too poor for them to take the test was not recorded during the year.

Results for the mathematics scale from the CAT (Table III) were somewhat lower than for the reading scale, as was the number taking the scale. Fifty percent of those tested scored lower than the eighth grade level and 25 percent scored below the sixth grade level. Only 22 percent were above a ninth grade level. The overall average was a math grade level of 7.9, compared to 9.4 on the reading scale.

The last grade completed reported by receptions at Lexington is summarized in Table IV. Of the 3,853 inmates for which the information was provided, 38.9 percent (1,500) reported completing the 12th grade or more. Only 24.2 percent (965) failed to complete more than the ninth grade. This is in contrast to the 41.2 percent found to be reading below the tenth grade level and the 77.4 percent below grade 10 level on the math test.

Program Delivery

The number of individual inmates participating in educational programs during fiscal year 1986 is presented in Table V. Also presented are the total number of inmates handled by the facility during the fiscal year. This was estimated from the year-end count reported on the weekly inmate accounting sheet, the percent of the total inmates handled that participated in educational programs, and the total educational program slots allocated. Almost 31 percent of all inmates handled by the Department of Corrections during the fiscal year participated in educational programs. This is an impressive percentage given that an unknown percentage of those handled by the facilities had already completed educational needs in other fiscal years. Percent participating in education of those handled by the facility ranged from a low of 8.2 at McLeod Correctional Center to a high of 45.2 at Mabel Bassett Correctional Center. Of course the percent of those handled is a function of the number of slots available and the length of the programs offered.

Table VI provides the average daily population for each program by facility. The average population figures are estimates because starting and completion dates were not always reported on the monthly logs. The first time an inmate appeared on the monthly log, a case was opened and remained open until the inmate did not appear on a monthly report for one month. If the same inmate appeared on a log after a month's absence, then a second case would be recorded. In these instances, starting and completion dates were assigned to records so that average daily population could be estimated. The following rules were used to assign dates: On cases that lacked a beginning day, the first day of the month they were first reported was assigned. For cases that lacked both the starting day and the termination day, the 15th day of the month was assigned as the termination day. If the case had a starting day later than the 15th, then the last day of the month was assigned as the completion day. Table VI also provides the total cases, number without starting date and the number without ending date for each program and each facility. Note that the table presents estimates for the full fiscal year. If a program actually began at a facility in the middle of the year, the estimate of average daily population is still for the full fiscal year, i.e., the average daily population would be underestimated in that instance.

The most active programs were Adult Basic Education (ABE) and General Educational Development (GED), with an average daily population of over 200 inmates for each program. Among the academic programs (GED, High School Diploma, College/Talk-Back TV, Post Secondary Education, and Chapter I) had a combined average daily population of 618 inmates.

Overall, with 840 program slots available in education, the average daily population was 834.6. Obviously the program slots were kept filled during the fiscal year.

Movement Through Education Programs

Movement through the educational programs during fiscal year 1986 is summarized in Table VII. This table is in the same format as the one in the monthly Board of Corrections report with one exception. Both the New Students and Terminations sections of the report include a column labeled Not Given. This column represents those cases where a reception type or termination type was not specified. The frequencies reported are inmate based, that is, each inmate is counted once. If an inmate started a program three times during the year, only the reception type for the first entry was included. If an inmate terminated more than once, then the termination type for the last exit was reported. For program totals and the grand total, each inmate is also counted once. That is, inmates that transferred between facilities and participated in the same program at both facilities was counted once in the Program Total row.

Of the 3,910 total inmates that participated in educational programs (from the Grand Total row, the Starting Population + New Students), 3,227 were terminated. Transfers to another facility accounted for 670 terminations (20.8 percent), release from prison totaled 161 (5 percent), 308 inmates (9.5 percent) were dropped from programs, 787 inmates (24.4 percent) completed at least one program, and 657 (20.4 percent) left programs due to job changes. An additional 644 inmates (16.5 percent), did not have a reason for termination specified. Among the individual programs, Daily Living Skills showed the highest completion rate (57.4 percent), followed by Vo-tech with a 40.2 percent rate of completion. The academic programs had lower completion rates: Adult Basic Education reported a completion rate of 4.2 percent, while 14.4 percent of the terminations from GED completed the program. Completion rate for the High School Diploma program was 3.8 percent and, for Chapter I, 13.3 percent of the terminations were program completions. Higher education programs included a 31.2 percent completion rate for College/Talk-Back TV and 10.1 percent for Post Secondary Education.

The majority of students received into programs were recorded as new students. Although the Grand Total showed 670 inmates terminated as transfers only 82 inmates were reported to have started as transfers-in. This may represent a data shortcoming rather than a failure to continue the program at a new facility. The receiving instructor may have recorded the inmate as new instead of a transfer.

Table VII also shows a total of 1,651 inmates with at least one excused absence from programs. Excused absences by reason are provided in Table VIII. The 1,651 inmates that missed at least one class generated 16,090 absences (Grand Total row) during the fiscal year, or 9.75 excused absences per inmate with at least one absence. The two most frequent reasons for excused absences were School Closed (29.9 percent) and Teacher Absent (36.6 percent). Both reasons are outside

the students' control and tend to inflate the count, since each student in the class would be coded when the events occurred. School Closed was generally due to holidays; teacher absences were an outgrowth of meetings and illness. If the two were removed from the excused absence count, then the total excused absences would be reduced to 5,377. Medical Lay-in (13.3 percent) was the third most frequent reason for excused absences, followed by 7.6 percent for Out Count (e.g., hospital, court, etc.), Lock-Down (4.8 percent), and Disciplinary Unit (4.5 percent). Facility Classification Committee and Religious reasons accounted for smaller percentages (1.0 and 0.2 percent, respectively).

In addition to the excused absences, 925 inmates (Table IX) had 5,640 unexcused absences. The majority of the unexcused absences were from GED and ABE classes, which accounted for 3,358 (59.5 percent) of the total unexcused absences. However, since the two programs handled the largest number of inmates and both programs require longer to complete, it was not surprising that the programs would generate the most absences. Over one-half of the unexcused absences from GED and ABE occurred from the programs at Oklahoma State Reformatory (911 or 27.1 percent) and James Crabtree (850 or 25.3 percent).

Of the total unexcused absences, 8.9 percent (503) were for being late and not for missing the entire class period. No Reason accounted for the majority of the unexcused absences (3,755 or 66.6 percent) and Other Programs explained an additional 15.4 percent (1,597). Not summarized in a table are the responses by instructors to unexcused absences. Data from the monthly logs indicated that over 75 percent of the unexcused absences resulted in some form of action by the instructor. Responses from the instructors ranged from no action necessary to misconduct write-ups.

The Participants

An attempt was made to match the Lexington Assessment and Reception Center's initial testing data with the inmates that participated in educational programs during fiscal year 1986. Information on I.Q.s, reading scores, and math scores among those participating in educational programs is presented in Table X. The scores appear to be as expected for the academic programs. Average I.Q., reading level, and math level scores for the Basic Integration Program and the Learning Disability Education were less than the Adult Basic Education program, which in turn, were lower than scores for GED and High School Diploma. Higher scores were found for the participants in Secondary Education and College/Talk-Back TV. Overall, participants in educational programs that had test scores from Lexington Assessment and Reception Center had an average I.Q. of 90.3, an average reading level of 8.8, and an average math level of 7.4. These average scores are somewhat lower than the averages presented in Table I, Table II, and Table III for all inmates tested at Lexington.

The Impact

Several problems plague the quarterly pre- and post-test scores which were studied to assess program impact. First, the tests employed by

facilities reflect the individual preferences of instructors rather than a standardized test. Even within the same facility, the tests administered may have differed. Therefore, the data between facilities are not necessarily comparable. Second, the course completed to justify the test was not always clear on the data sheet. As a result, the information was matched by DOC number without controlling for the program and one inmate that completed both ABE and GED would be counted for both programs. Finally, because the data was stored by Planning and Research into quarterly files without reference to date tested, some of the data may represent inmates that completed a program prior to fiscal year 1986.

With all the above limitations, the data is summarized in Table XI for academic programs; Vo-tech and Daily Living Skills were excluded. Overall, the gain made on math level (0.9) was larger than the gain in reading level (0.4), yet because of their relative starting points, the average post-test math grade level (8.0) was still slightly lower than average post-test reading level. Individuals that participated in GED exceeded the overall post-test averages on both reading and math level, while the results for Adult Basic Education were lower than the averages for the overall total. Results for several of the programs (e.g., College Talk/Back TV), and particular facilities, involve such a small number of inmates that the data should be disregarded.

Discussion

The results for fiscal year 1986 indicate clearly that the staff of the educational programs delivered services to a large number of inmates and that, based on the Lexington test data, these services were provided to inmates with needs in academic areas. Collectively, 3,910 inmates participated during fiscal year 1986, which represented almost 31 percent of all inmates handled by the Department of Corrections. The 31 percent did not include two of the larger vo-tech programs, Ouachita and Lexington Correctional Centers.

Although program delivery was impressive, the completion rate for programs was not. Completion rates, defined as the percent of all terminations with a completion code as the last exit code, was highest for Daily Living Skills with 57.4 percent completions. Since this program is short-term and does not require demonstration of higher academic skills, one would expect a high completion rate. However, in the academic skills programs, the completion rate was considerably lower. Adult Basic Education showed a completion percent of 4.2, GED had 14.4 percent, Chapter I programs had 13.9, and High School Diploma only 3.8. Transfers to another facility, job changes, and release from prison accounted for 46 percent of all program terminations. An additional 20 percent did not have a termination type specified.

The lack of information on reception types and release types reduced the utility of this report. Of the 3,096 total receptions throughout educational programs, 1,212 (39.1 percent) did not have a reception type or date specified, and, as mentioned above, 20 percent of 3,227 terminations lacked a type and date. It was noted in the result section that 670 inmates terminated from a program due to a transfer

to another facility, but only 82 inmates were reported to have started a program as a transfer. With the large number of unspecified receptions, the possibility is strong that part of the 1,212 represents transfers-in from another facility.

Although historical data is now available on the process of educational programs, there is not a consistent measure of program impact. The quarterly testing information presented results that were not comparable between facilities nor, in some cases, within facilities because of a lack of standardization among tests used.

Action Steps

As noted in the introduction, the current analysis was performed to provide an assessment of the status of Educational Services activities and reporting. It was, in turn, to be used as a basis for completing part of a Programs and Services Division objective: to establish a standard for the evaluation of educational services. In anticipation of utilizing the findings, task forces were established within Educational Services. The following tasks have been started, or are being planned, in response to the analysis:

1. Development of a list of standard texts and standardized tests to be used throughout the system. It is expected that this action will eliminate the problems of comparability and impact assessment raised by the current study.

2. Development of a performance rating system. Given findings in this report as a benchmark, goals for student achievement can be defined.

3. Development of acceptable levels of absences. By addressing this issue with wardens, unexcused absences can be eliminated and excused absences can be reduced to a minimum acceptable level.

4. Revision of monthly report log. The log has already been revised to include additional data on programs which should enhance next year's summary.

5. Review of literacy issues. A literacy task force has already been created which, although not directly dealing with education evaluation questions, is likely to generate findings which will influence educational service delivery.

Conclusion

A summary of Educational Services data was requested by the Administrator of Classification and Programs and produced by Planning and Research staff. The results provided the basis for actions by Educational Services and a benchmark against which to measure the impact of those actions in the coming year.

TABLE I

SUMMARY OF EDUCATIONAL SERVICES TESTING AT LARC : RB RESULTS
07/01/85 THROUGH 06/30/86

	FEMALE			MALE			TOTAL		
LEVEL	f	%	CUM %	f	%	CUM %	f	%	CUM %
60 - 75	43	15.8	15.8	271	8.2	8.2	349	8.9	8.9
76 - 85	68	24.9	40.7	587	17.8	26.0	724	18.4	27.3
86 - 95	54	19.8	60.4	889	27.0	53.0	1058	26.9	54.1
96 - 105	66	24.2	84.6	914	27.7	80.7	1063	27.0	81.1
106 - 115	28	10.3	94.9	480	14.6	95.3	551	14.0	95.1
116 - 125	12	4.4	99.3	138	4.2	99.5	172	4.4	99.5
> 125	2	0.7	100.0	17	0.5	100.0	20	0.5	100.0
TOTAL	273	100.0	100.0	3296	100.0	100.0	3937	100.0	100.0
AVERAGE		90.3			94.0			93.6	
MEDIAN		89.7			93.9			93.5	

NOTE: AVERAGES ARE NOT REPRESENTATIVE AS LOWEST SCORE REPORTED IS 60, WHICH PLACES A LOWER LIMIT ON SCORES AND DISTORTS THE SKEWNESS OF THE DISTRIBUTION.
NOTE: TOTAL COLUMN INCLUDES MALES + FEMALES + CASES WITHOUT A SEX CODE

TABLE II

SUMMARY OF EDUCATIONAL SERVICES TESTING AT LARC : RT RESULTS
07/01/85 THROUGH 06/30/86

	FEMALE			MALE			TOTAL		
LEVEL	f	%	CUM %	f	%	CUM %	f	%	CUM %
1	0	0.0	0.0	12	0.5	0.5	13	0.4	0.4
2	6	2.6	2.6	30	1.2	1.6	41	1.3	1.7
3	12	5.2	7.8	95	3.7	5.3	125	3.9	5.7
4	14	6.0	13.8	152	5.9	11.3	191	6.0	11.7
5	18	7.8	21.6	165	6.4	17.7	206	6.5	18.2
6	20	8.6	30.2	145	5.7	23.4	191	6.0	24.2
7	18	7.8	37.9	188	7.3	30.7	232	7.3	31.5
8	26	11.2	49.1	285	11.1	41.8	348	11.0	42.5
9	20	8.6	57.8	135	5.3	47.1	177	5.6	48.1
10	15	6.5	64.2	284	11.1	58.2	338	10.7	58.8
11	17	7.3	71.6	234	9.1	67.3	283	8.9	67.7
12	66	28.4	100.0	837	32.7	100.0	1022	32.3	100.0
13	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
TOTAL	232	100.0	100.0	2562	100.0	100.0	3167	100.0	100.0
AVERAGE		9.0			9.5			9.4	
MEDIAN		9.1			10.3			10.2	

NOTE: TOTAL COLUMN INCLUDES MALES + FEMALES + CASES WITHOUT A SEX CODE

TABLE III

SUMMARY OF EDUCATIONAL SERVICES TESTING AT LARC : MT RESULTS
07/01/85 THROUGH 06/30/86

	FEMALE			MALE			TOTAL		
LEVEL	f	%	CUM %	f	%	CUM %	f	%	CUM %
1	0	0.0	0.0	4	0.2	0.2	4	0.1	0.1
2	5	2.3	2.3	42	1.8	2.0	57	2.0	2.2
3	17	7.9	10.2	93	4.0	6.0	128	4.5	6.7
4	23	10.7	20.9	173	7.5	13.6	218	7.7	14.4
5	24	11.2	32.1	251	10.9	24.5	302	10.7	25.1
6	26	12.1	44.2	256	11.1	35.6	314	11.1	36.3
7	23	10.7	54.9	330	14.3	49.9	388	13.7	50.0
8	38	17.7	72.6	406	17.6	67.5	508	18.0	68.0
9	12	5.6	78.1	230	10.0	77.5	264	9.4	77.4
10	13	6.0	84.2	149	6.5	84.0	185	6.6	83.9
11	9	4.2	88.4	78	3.4	87.4	100	3.5	87.5
12	25	11.6	100.0	289	12.6	100.0	353	12.5	100.0
13	0	0.0	100.0	1	0.0	100.0	1	0.0	100.0
TOTAL	215	100.0	100.0	2302	100.0	100.0	2822	100.0	100.0
AVERAGE		7.5			7.9			7.9	
MEDIAN		7.5			8.0			8.0	

NOTE: TOTAL COLUMN INCLUDES MALES + FEMALES + CASES WITHOUT A SEX CODE

TABLE IV

SUMMARY OF EDUCATIONAL SERVICES TESTING AT LARC : LGC RESULTS
07/01/85 THROUGH 06/30/86

	FEMALE			MALE			TOTAL		
LEVEL	f	%	CUM %	f	%	CUM %	f	%	CUM %
1	0	0.0	0.0	1	0.0	0.0	1	0.0	0.0
2	0	0.0	0.0	4	0.1	0.2	4	0.1	0.1
3	0	0.0	0.0	8	0.2	0.4	9	0.2	0.4
4	0	0.0	0.0	4	0.1	0.5	5	0.1	0.5
5	1	0.4	0.4	9	0.3	0.8	13	0.3	0.8
6	4	1.4	1.8	27	0.8	1.7	34	0.9	1.7
7	9	3.2	5.0	77	2.4	4.1	97	2.5	4.2
8	14	5.0	10.0	220	6.9	10.9	261	6.8	11.0
9	40	14.2	24.2	418	13.0	23.9	507	13.2	24.2
10	41	14.6	38.8	577	18.0	41.9	690	17.9	42.1
11	61	21.7	60.5	596	18.6	60.5	732	19.0	61.1
12	97	34.5	95.0	1022	31.9	92.4	1231	31.9	93.0
13	14	5.0	100.0	244	7.6	100.0	269	7.0	100.0
TOTAL	281	100.0	100.0	3207	100.0	100.0	3853	100.0	100.0
AVERAGE		10.7			10.7			10.7	
MEDIAN		11.5			11.4			11.4	

NOTE: TOTAL COLUMN INCLUDES MALES + FEMALES + CASES WITHOUT A SEX CODE

TABLE V

SUMMARY OF PROGRAM DELIEVERY BY EDUCATIONAL SERVICES FOR FISCAL YEAR 1986

FACILITY	TOTAL INMATES PARTICIPATING	TOTAL INMATES HANDLED BY FACILITIY	PERCENT HANDLED PARTICIPATING IN EDUCATIONAL PROGRAMS	PROGRAM SLOTS
OSP	169	1255	13.5	40
JBCC	105	945	11.1	31
JCCC	398	1296	30.7	103
OSR	453	1652	27.4	94
JHCC	382	1427	26.8	100
MCC	115	1394	8.2	60
MACC	119	1152	10.3	27
OCC	368	1154	31.9	65
CCC	325	1614	20.1	107
MBCC	293	648	45.2	52
LCC	457	2223	20.6	35
JDCC	195	896	21.8	74
JLCC	298	976	30.5	52
TCTC	451	1084	41.6	NA
TOTAL	3910	12704	30.8	840

NOTE: TOTAL INMATES HANDLED BY FACILITY IS FROM THE JUNE 1986 MONTHLY BOARD OF CORRECTIONS REPORT, FISCAL YEAR INMATE ACCOUNTING SHEET.

NOTE: PROGRAM SLOTS TAKEN FROM THE MAY 1986 REPORT EDUCATION PROGRAMS FY86 BY ELLEN FOX. THE REPORT WAS FOR INSTITUTIONS ONLY AND DID NOT INCLUDE TULSA COMMUNITY TREATMENT CENTER.

NOTE: TOTAL PARTICIPANTS IS FOR INDIVIDUAL INMATES AND NOT THE SUM OF THE NUMBER PARTICIPANTING COLUMN

TABLE_VI

AVERAGE DAILY POPULATION FOR FISCAL YEAR 1986 BY PROGRAM AND BY FACILITY

FACILITY	TOTAL CASES	NUMBER WITHOUT RECEPTION DATA	NUMBER WITHOUT RELEASE DATA	AVERAGE DAILY POPULATION
BASIC INTEGRATION PROGRAM				
JCCC	101	53	56	22.1
PROG. TOTAL	101	53	56	22.1
LEARNING DISABILITY EDUCATION				
MCC	27	5	11	8.1
MBCC	5	4	3	1.2
JDCC	1	0	1	0.0
PROG. TOTAL	33	9	15	9.3
ADULT BASIC EDUCATION				
OSP	106	45	64	10.5
JBCC	60	35	34	5.6
JCCC	101	48	45	11.7
OSR	211	84	107	24.4
JHCC	263	163	102	42.3
MCC	73	21	20	9.7
SCC	27	13	11	3.3
OCC	94	38	46	7.4
CCC	158	85	81	23.8
MBCC	46	24	28	10.7
LCC	256	54	76	21.9
JDCC	108	43	44	21.1
JLCC	88	15	32	13.9
TCTC	20	10	8	1.9
PROG. TOTAL	1601	678	698	208.2
GED				
OSP	89	47	53	11.2
JBCC	48	34	25	6.8
JCCC	155	72	55	18.9
OSR	307	138	137	38.4
JHCC	206	143	78	30.2
MCC	27	5	3	3.0
SCC	43	15	20	6.7
OCC	267	72	103	23.5
CCC	85	47	38	11.6
MBCC	67	26	34	14.8
LCC	239	44	58	16.5
JDCC	35	16	15	4.4
JLCC	105	33	40	12.6
TCTC	244	78	105	21.9
PROG. TOTAL	1917	770	764	220.3
HIGH SCHOOL DIPLOMA				
OSR	277	197	167	40.7

TABLE VI

AVERAGE DAILY POPULATION FOR FISCAL YEAR 1986 BY PROGRAM AND BY FACILITY

FACILITY	TOTAL CASES	NUMBER WITHOUT RECEPTION DATA	NUMBER WITHOUT RELEASE DATA	AVERAGE DAILY POPULATION
HIGH SCHOOL DIPLOMA				
JHCC	1	1	1	0.2
OCC	10	7	2	0.8
CCC	4	4	1	0.2
JLCC	6	2	2	0.6
PROG. TOTAL	298	211	173	42.6
COLLEGE/TALK BACK TV				
OSP	26	25	16	2.4
JBCC	12	11	5	3.7
OSR	38	30	33	9.9
JHCC	71	71	69	21.4
SCC	33	28	18	12.3
OCC	22	15	7	2.9
CCC	1	0	1	0.0
MBCC	45	25	10	13.6
JDCC	18	11	13	3.5
PROG. TOTAL	266	216	172	69.8
POST SECONDARY EDUCATION				
JBCC	4	0	0	0.4
JCCC	108	55	42	12.3
OSR	40	26	31	2.6
JHCC	41	21	16	5.8
MCC	1	0	0	0.0
CCC	13	3	9	0.7
MBCC	18	11	9	0.5
LCC	3	0	3	0.5
JDCC	26	5	4	4.1
JLCC	91	19	19	15.2
PROG. TOTAL	345	140	133	42.0
CHAPTER I				
OSR	24	9	11	2.7
JHCC	39	12	15	6.2
CCC	35	12	17	5.4
MBCC	34	18	12	6.0
LCC	237	39	65	14.5
JLCC	2	1	2	0.0
PROG. TOTAL	371	91	122	34.9
VO-TECH				
JCCC	65	59	49	7.2
OSR	121	68	81	29.8
CCC	115	41	38	13.9

TABLE VI

AVERAGE DAILY POPULATION FOR FISCAL YEAR 1986 BY PROGRAM AND BY FACILITY

FACILITY	TOTAL CASES	NUMBER WITHOUT RECEPTION DATA	NUMBER WITHOUT RELEASE DATA	AVERAGE DAILY POPULATION
VO-TECH				
MBCC	218	54	40	36.1
JDCC	47	16	20	8.3
PROG. TOTAL	566	238	228	95.2
DAILY LIVING SKILLS				
JBCC	40	5	16	3.4
JCCC	69	35	32	5.1
JHCC	40	18	25	4.4
MCC	1	1	0	0.1
SCC	62	10	7	4.7
OCC	135	89	5	5.8
CCC	73	14	21	11.7
MBCC	54	23	21	8.0
LCC	21	21	4	1.8
JDCC	79	40	30	22.0
JLCC	112	0	17	15.5
TCTC	353	115	106	7.7
PROG. TOTAL	1039	371	284	90.2
GRAND TOTAL	6537	2777	2645	834.6

TABLE VII

SUMMARY OF PARTICIPATION IN EDUCATIONAL SERVICES PROGRAMS FOR FISCAL YEAR 1986

FACILITY	STARTING POP.	NEW STUDENTS				TERMINATIONS							ENDING POP.	NUM. IMM. EXC. ABS.	NUM. IMM. UNEXC. ABS.
		TOTAL	NEW	TRANS-FERRED	NOT GIVEN	TOTAL	TRANS-FERRED	RE-LEASED	DROP-PED	COM-PLETED	JOB CHANGE	NOT GIVEN			
BASIC INTEGRATION PROGRAM															
JCCC	29	67	6	22	39	66	27	6	0	1	10	22	30	57	36
PROG. TOTAL	29	67	6	22	39	66	27	6	0	1	10	22	30	57	36
LEARNING DISABILITY EDUCATION															
MCC	6	21	12	0	9	19	10	0	4	0	2	3	8	18	8
MBCC	0	4	0	0	4	3	0	0	1	0	1	1	1	3	1
JDCC	0	1	1	0	0	1	0	0	0	0	0	1	0	0	1
PROG. TOTAL	6	26	13	0	13	23	10	0	5	0	3	5	9	21	10
ADULT BASIC EDUCATION															
OSP	25	71	51	2	18	87	14	1	14	0	10	48	9	49	16
JBCC	0	50	21	0	29	43	8	0	5	0	11	19	7	17	2
JCCC	17	75	35	5	35	78	19	5	4	1	24	25	14	61	40
OSR	18	161	68	4	89	144	41	2	33	0	17	51	35	154	93
JHCC	59	154	50	2	102	152	18	3	44	8	46	33	61	47	49
MCC	13	56	36	4	16	48	17	2	4	4	17	4	21	49	30
SCC	11	15	13	0	2	26	3	1	2	0	10	10	0	11	5
OCC	17	69	40	3	26	78	10	5	7	4	20	32	8	13	0
CCC	27	111	58	0	53	116	17	1	18	1	36	43	22	51	62
MBCC	17	29	21	0	8	32	12	2	2	1	1	14	14	38	15
LCC	23	228	176	0	52	226	73	27	26	18	32	50	25	106	40
JDCC	25	67	24	14	29	82	14	5	14	10	10	29	10	67	64
JLCC	8	78	45	0	33	68	9	1	9	0	35	14	18	36	12
TCTC	3	16	10	0	6	19	11	0	1	0	0	7	0	10	0
PROG. TOTAL	265	1075	588	31	456	1096	224	53	169	46	259	345	244	663	408
GED															
OSP	23	62	35	2	25	77	11	0	4	13	6	43	8	41	14
JBCC	0	39	11	0	28	32	10	2	0	9	2	9	7	18	1
JCCC	37	99	51	10	38	128	26	3	19	2	47	31	8	81	84
OSR	41	210	84	0	126	210	36	4	53	7	49	61	41	174	143
JHCC	55	130	39	3	88	146	16	1	19	13	60	37	39	30	30
MCC	3	24	19	2	3	26	5	0	3	12	4	2	1	21	8
SCC	5	37	24	1	12	30	4	1	1	12	6	6	12	21	8
OCC	31	221	136	3	82	217	44	8	13	40	52	60	35	51	1
CCC	16	58	31	0	27	65	3	2	4	10	26	20	9	36	30
MBCC	21	40	37	1	2	57	12	7	1	10	3	24	4	59	7
LCC	26	206	169	3	34	214	59	20	8	53	40	34	18	86	46
JDCC	3	30	8	6	16	29	1	0	3	7	9	9	4	18	22
JLCC	4	91	42	0	49	77	15	1	5	4	40	12	18	31	9
TCTC	30	207	157	0	50	237	109	3	0	23	0	102	0	68	0
PROG. TOTAL	291	1344	781	27	536	1434	312	52	122	207	332	409	201	687	381
HIGH SCHOOL DIPLOMA															
OSR	49	195	41	3	151	192	32	7	33	3	28	89	52	199	136

TABLE VII

SUMMARY OF PARTICIPATION IN EDUCATIONAL SERVICES PROGRAMS FOR FISCAL YEAR 1986

FACILITY	STARTING POP.	NEW STUDENTS TOTAL	NEW	TRANS-FERRED	NOT GIVEN	TERMINATIONS TOTAL	TRANS-FERRED	RE-LEASED	DROP-PED	COM-PLETED	JOB CHANGE	NOT GIVEN	ENDING POP.	NUM. IMM. EXC. ABS.	NUM. IMM. UNEXC. ABS.
HIGH SCHOOL DIPLOMA															
JHCC	0	1	0	0	1	0	0	0	0	0	0	0	1	1	1
OCC	3	5	0	0	5	8	1	0	1	4	1	1	0	1	0
CCC	0	4	0	0	4	4	0	0	2	0	1	1	0	1	1
JLCC	0	6	4	0	2	5	0	0	1	1	2	1	1	3	0
PROG. TOTAL	52	211	45	3	163	209	33	7	37	8	32	92	54	205	138
COLLEGE/TALK BACK TV															
OSP	7	10	0	0	10	17	1	0	0	9	0	7	0	0	0
JBCC	0	9	1	0	8	9	1	0	0	6	0	2	0	0	0
OSR	12	9	1	0	8	12	0	0	1	2	2	7	9	0	5
JHCC	32	35	0	0	35	42	1	0	0	0	0	41	25	1	0
SCC	15	15	7	0	8	23	8	2	0	2	3	8	7	16	0
OCC	10	7	4	0	3	14	0	1	1	8	3	1	3	2	0
CCC	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0
MBCC	0	44	9	0	35	22	0	0	1	15	6	0	22	2	0
JDCC	0	12	1	2	9	8	0	1	2	1	0	4	4	6	0
PROG. TOTAL	76	132	23	2	107	138	6	3	5	43	14	67	70	23	5
POST SECONDARY EDUCATION															
JBCC	0	4	4	0	0	4	1	0	0	3	0	0	0	4	0
JCCC	23	72	36	2	34	90	22	6	4	0	33	25	5	61	38
OSR	0	34	11	0	23	25	0	1	2	1	5	16	9	20	10
JHCC	6	33	12	0	21	25	2	1	4	4	10	4	14	2	4
MCC	0	1	1	0	0	1	1	0	0	0	0	0	0	1	0
CCC	0	12	9	0	3	10	0	0	1	0	3	6	2	2	5
MBCC	2	14	6	0	8	14	2	2	0	5	0	5	2	7	0
LCC	0	3	3	0	0	0	0	0	0	0	0	0	3	0	0
JDCC	4	21	10	7	4	22	6	0	5	1	8	2	3	19	17
JLCC	6	84	55	0	29	79	14	2	5	13	36	9	11	48	12
PROG. TOTAL	41	276	145	9	122	268	47	12	21	27	95	66	49	172	86
CHAPTER I															
OSR	2	19	12	0	7	19	5	1	4	0	1	8	2	20	13
JHCC	3	33	12	5	16	22	1	3	3	1	12	2	14	14	13
CCC	5	23	19	1	3	23	3	0	2	2	10	6	5	19	21
MBCC	0	30	11	0	19	24	10	5	3	1	0	5	6	23	3
LCC	18	217	158	0	59	213	79	28	19	36	14	37	22	111	61
JLCC	0	2	1	0	1	2	0	0	0	0	0	2	0	0	0
PROG. TOTAL	28	309	206	5	98	288	90	36	28	40	37	57	49	180	103
VO-TECH															
JCCC	0	58	5	0	53	51	16	3	0	1	8	23	7	43	6
OSR	36	63	36	1	26	60	15	6	6	5	7	21	39	41	32
CCC	0	110	50	0	60	109	15	0	9	43	11	31	1	4	19
MBCC	43	162	144	0	18	174	34	9	12	103	5	11	31	142	53

TABLE VII

SUMMARY OF PARTICIPATION IN EDUCATIONAL SERVICES PROGRAMS FOR FISCAL YEAR 1986

FACILITY	STARTING POP.	NEW STUDENTS TOTAL	NEW	TRANS-FERRED	NOT GIVEN	TERMINATIONS TOTAL	TRANS-FERRED	RE-LEASED	DROP-PED	COM-PLETED	JOB CHANGE	NOT GIVEN	ENDING POP.	NUM. IMM. EXC. ABS.	NUM. IMM. UNEXC. ABS.
VO-TECH															
JDCC	0	31	8	0	23	27	0	2	6	17	0	2	4	16	2
PROG. TOTAL	79	423	243	1	179	420	80	20	33	169	31	87	82	246	112
DAILY LIVING SKILLS															
JBCC	0	40	35	0	5	38	2	0	0	22	0	14	2	10	0
JCCC	15	48	26	1	21	63	15	6	3	1	14	24	0	48	19
JHCC	8	26	18	1	7	25	2	1	0	6	6	10	9	1	1
MCC	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0
SCC	9	53	52	0	1	56	8	0	4	43	0	1	6	12	0
OCC	0	132	35	8	89	132	1	1	1	123	1	5	0	5	0
CCC	9	62	57	0	5	58	13	4	6	3	24	8	13	38	38
MBCC	13	38	29	0	9	46	9	4	2	13	4	14	5	44	10
LCC	0	21	0	0	21	21	4	1	0	12	0	4	0	20	0
JDCC	24	54	18	16	20	61	5	3	2	34	3	14	17	57	37
JLCC	0	111	109	0	2	100	20	1	3	35	35	6	11	60	13
TCTC	32	320	228	0	92	352	0	0	0	246	0	106	0	25	0
PROG. TOTAL	110	887	592	24	271	934	74	21	20	536	85	198	63	314	116
GRAND TOTAL	814	3096	1802	82	1212	3227	670	161	308	787	657	644	683	1651	925

TABLE VIII

SUMMARY OF THE FISCAL YEAR 1986 EXCUSED ABSENCES FROM EDUCATIONAL PROGRAMS BY FACILITY

FACILITY	TOTAL ABSENCES	MEDICAL LAY-IN f	%	LOCK-DOWN f	%	OUT COUNT f	%	RELIGIOUS f	%	SCHOOL CLOSED f	%	TEACHER ABSENT f	%	FCC f	%	DISCIPLINARY UNIT f	%
BASIC INTEGRATION PROGRAM																	
JCCC	412	60	14.6	26	6.3	12	2.9	0	0.0	202	49 0	0	0.0	33	8.0	79	19.2
LEARNING DISABILITY EDUCATION																	
MCC	131	15	11.5	0	0.0	12	9.2	0	0.0	24	18.3	79	60.3	0	0.0	1	0.8
MBCC	48	1	2.1	0	0.0	0	0.0	0	0.0	0	0.0	17	35.4	1	2.1	29	60.4
PRG. TOTAL	179	16	8.9	0	0.0	12	6.7	0	0.0	24	13.4	96	53.6	1	0.6	30	16.8
ADULT BASIC EDUCATION																	
OSP	420	4	1.0	333	79.3	40	9.5	0	0.0	41	9.8	0	0.0	0	0.0	2	0.5
JBCC	67	0	0.0	0	0.0	0	0.0	0	0.0	58	86.6	9	13.4	0	0.0	0	0.0
JCCC	192	19	9.9	13	6.8	23	12.0	0	0.0	113	58.9	2	1.0	14	7.3	8	4.2
OSR	1213	15	1.2	18	1.5	4	0.3	0	0.0	316	26.1	848	69.9	1	0.1	11	0.9
JHCC	171	159	93.0	2	1.2	4	2.3	0	0.0	0	0.0	0	0.0	0	0.0	6	3.5
MCC	241	14	5.8	0	0.0	19	7.9	0	0.0	64	26.6	134	55.6	3	1.2	7	2.9
SCC	54	1	1.9	2	3.7	1	1.9	0	0.0	26	48.1	22	40.7	0	0.0	2	3.7
OCC	36	5	13.9	0	0.0	26	72.2	0	0.0	0	0.0	0	0.0	0	0.0	5	13.9
CCC	267	123	46.1	17	6.4	37	13.9	7	2.6	63	23.6	0	0.0	0	0.0	20	7.5
MBCC	478	30	6.3	0	0.0	22	4.6	4	0.8	108	22.6	312	65.3	1	0.2	1	0.2
LCC	397	151	38.0	19	4.8	35	8.8	0	0.0	146	36.8	0	0.0	21	5.3	25	6.3
JDCC	406	149	36.7	8	2.0	26	6.4	0	0.0	177	43.6	42	10.3	1	0.2	3	0.7
JLCC	157	50	31.8	0	0.0	21	13.4	0	0.0	78	49.7	0	0.0	0	0.0	8	5.1
TCTC	14	0	0.0	0	0.0	0	0.0	0	0.0	8	57.1	6	42.9	0	0.0	0	0.0
PRG. TOTAL	4113	720	17.5	412	10.0	258	6.3	11	0.3	1198	29.1	1375	33.4	41	1.0	98	2.4
GED																	
OSP	365	23	6.3	249	68.2	2	0.5	0	0.0	91	24.9	0	0.0	0	0.0	0	0.0
JBCC	70	0	0.0	0	0.0	0	0.0	0	0.0	58	82.9	12	17.1	0	0.0	0	0.0
JCCC	255	27	10.6	11	4.3	0	0.0	0	0.0	170	66.7	0	0.0	30	11.8	17	6.7
OSR	1422	53	3.7	32	2.3	3	0.2	0	0.0	409	28.8	919	64.6	0	0.0	6	0.4
JHCC	72	63	87.5	0	0.0	3	4.2	0	0.0	0	0.0	0	0.0	0	0.0	6	8.3
MCC	98	13	13.3	0	0.0	7	7.1	0	0.0	23	23.5	46	46.9	1	1.0	8	8.2
SCC	75	10	13.3	11	14.7	4	5.3	0	0.0	35	46.7	2	2.7	0	0.0	13	17.3
OCC	255	9	3.5	0	0.0	195	76.5	0	0.0	18	7.1	0	0.0	0	0.0	33	12.9
CCC	140	29	20.7	12	8.6	1	0.7	5	3.6	74	52.9	0	0.0	0	0.0	19	13.6

TABLE VIII

SUMMARY OF THE FISCAL YEAR 1986 EXCUSED ABSENCES FROM EDUCATIONAL PROGRAMS BY FACILITY

FACILITY	TOTAL ABSENCES	MEDICAL LAY-IN f	%	LOCK-DOWN f	%	OUT COUNT f	%	RELIGIOUS f	%	SCHOOL CLOSED f	%	TEACHER ABSENT f	%	FCC f	%	DISCIPLINARY UNIT f	%
GED				(CONTINUED)													
MBCC	928	39	4.2	38	4.1	57	6.1	0	0.0	213	23.0	559	60.2	0	0.0	22	2.4
LCC	278	95	34.2	0	0.0	62	22.3	0	0.0	49	17.6	3	1.1	0	0.0	69	24.8
JBCC	78	24	30.8	0	0.0	2	2.6	0	0.0	40	51.3	12	15.4	0	0.0	0	0.0
JLCC	159	22	13.8	0	0.0	12	7.5	0	0.0	123	77.4	0	0.0	0	0.0	2	1.3
TCTC	108	0	0.0	0	0.0	0	0.0	1	0.9	74	68.5	33	30.6	0	0.0	0	0.0
PRG. TOTAL	4303	407	9.5	353	8.2	348	8.1	6	0.1	1377	32.0	1586	36.9	31	0.7	195	4.5
HIGH SCHOOL DIPLOMA																	
OSR	1292	17	1.3	24	1.9	5	0.4	0	0.0	345	26.7	900	69.7	0	0.0	1	0.1
JHCC	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
OCC	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
CCC	6	2	33.3	0	0.0	0	0.0	4	66.7	0	0.0	0	0.0	0	0.0	0	0.0
JLCC	13	0	0.0	0	0.0	11	84.6	0	0.0	2	15.4	0	0.0	0	0.0	0	0.0
PRG. TOTAL	1314	21	1.6	24	1.8	17	1.3	4	0.3	347	26.4	900	68.5	0	0.0	1	0.1
COLLEGE/TALK BACK TV																	
JHCC	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
SCC	138	0	0.0	0	0.0	0	0.0	0	0.0	93	67.4	45	32.6	0	0.0	0	0.0
OCC	15	0	0.0	0	0.0	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MBCC	25	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	25	100.0
JBCC	12	0	0.0	0	0.0	0	0.0	0	0.0	12	100.0	0	0.0	0	0.0	0	0.0
PRG. TOTAL	191	0	0.0	0	0.0	16	8.4	0	0.0	105	55.0	45	23.6	0	0.0	25	13.1
POST SECONDARY EDUCATION																	
JBCC	12	1	8.3	0	0.0	0	0.0	0	0.0	11	91.7	0	0.0	0	0.0	0	0.0
JCCC	208	26	12.5	15	7.2	30	14.4	0	0.0	118	56.7	5	2.4	12	5.8	2	1.0
OSR	137	4	2.9	0	0.0	1	0.7	0	0.0	10	7.3	122	89.1	0	0.0	0	0.0
JHCC	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MCC	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
CCC	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0
MBCC	36	5	13.9	0	0.0	0	0.0	2	5.6	7	19.4	22	61.1	0	0.0	0	0.0
JBCC	180	87	48.3	4	2.2	23	12.8	0	0.0	49	27.2	16	8.9	1	0.6	0	0.0
JLCC	296	59	19.9	0	0.0	84	28.4	3	1.0	126	42.6	8	2.7	3	1.0	13	4.4
PRG. TOTAL	875	186	21.3	19	2.2	138	15.8	6	0.7	321	36.7	174	19.9	16	1.8	15	1.7

TABLE VIII

SUMMARY OF THE FISCAL YEAR 1986 EXCUSED ABSENCES FROM EDUCATIONAL PROGRAMS BY FACILITY

FACILITY	TOTAL ABSENCES	MEDICAL LAY-IN f	%	LOCK-DOWN f	%	OUT COUNT f	%	RELIGIOUS f	%	SCHOOL CLOSED f	%	TEACHER ABSENT f	%	FCC f	%	DISCIPLINARY UNIT f	%
CHAPTER I																	
OSR	273	0	0.0	0	0.0	4	1.5	0	0.0	57	20.9	212	77.7	0	0.0	0	0.0
JHCC	35	30	85.7	0	0.0	2	5.7	1	2.9	0	0.0	0	0.0	0	0.0	2	5.7
CCC	75	17	22.7	2	2.7	11	14.7	0	0.0	18	24.0	24	32.0	0	0.0	3	4.0
MBCC	201	6	3.0	0	0.0	40	19.9	0	0.0	70	34.8	60	29.9	0	0.0	25	12.4
LCC	309	94	30.4	2	0.6	43	13.9	0	0.0	86	27.8	1	0.3	8	2.6	75	24.3
PRG. TOTAL	893	147	16.5	4	0.4	100	11.2	1	0.1	231	25.9	297	33.3	8	0.9	105	11.8
VO-TECH																	
JCCC	115	3	2.6	2	1.7	0	0.0	0	0.0	82	71.3	4	3.5	5	4.3	19	16.5
OSR	753	2	0.3	0	0.0	4	0.5	0	0.0	82	10.9	650	86.3	0	0.0	15	2.0
CCC	11	1	9.1	0	0.0	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	8	72.7
MBCC	1273	137	10.8	85	6.7	167	13.1	4	0.3	250	19.6	542	42.6	0	0.0	88	6.9
JBCC	60	0	0.0	0	0.0	0	0.0	0	0.0	60	100.0	0	0.0	0	0.0	0	0.0
PRG. TOTAL	2212	143	6.5	87	3.9	173	7.8	4	0.2	474	21.4	1196	54.1	5	0.2	130	5.9
DAILY LIVING SKILLS																	
JBCC	32	0	0.0	0	0.0	0	0.0	0	0.0	26	81.3	6	18.8	0	0.0	0	0.0
JCCC	149	32	21.5	9	6.0	1	0.7	0	0.0	92	61.7	3	2.0	12	8.1	0	0.0
JHCC	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
SCC	75	0	0.0	0	0.0	0	0.0	0	0.0	34	45.3	41	54.7	0	0.0	0	0.0
OCC	12	0	0.0	0	0.0	0	0.0	0	0.0	8	66.7	0	0.0	0	0.0	4	33.3
CCC	377	59	15.6	9	2.4	156	41.4	0	0.0	65	17.2	0	0.0	3	0.8	85	22.5
MBCC	373	11	2.9	25	6.7	100	26.8	4	1.1	49	13.1	139	37.3	2	0.5	43	11.5
LCC	53	1	1.9	6	11.3	0	0.0	0	0.0	46	86.8	0	0.0	0	0.0	0	0.0
JDCC	186	55	29.6	0	0.0	31	16.7	0	0.0	63	33.9	23	12.4	0	0.0	14	7.5
JLCC	314	85	27.1	0	0.0	70	22.3	0	0.0	129	41.1	15	4.8	12	3.8	3	1.0
TCTC	26	0	0.0	0	0.0	0	0.0	0	0.0	26	100.0	0	0.0	0	0.0	0	0.0
PRG. TOTAL	1598	244	15.3	49	3.1	358	22.4	4	0.3	538	33.7	227	14.2	29	1.8	149	9.3
GRAND TOTAL	16090	1944	12.1	974	6.1	1432	8.9	36	0.2	4817	29.9	5896	36.6	164	1.0	827	5.1

TABLE IX

SUMMARY OF THE FISCAL YEAR 1986 UNEXCUSED ABSENCES FROM EDUCATIONAL PROGRAMS BY FACILITY

FACILITY	TOTAL UNEXCUSED ABSENCES	MEDICAL APPOINTMENT f	MEDICAL APPOINTMENT %	OTHER PROGRAM f	OTHER PROGRAM %	CASE MANAGER f	CASE MANAGER %	NO REASON f	NO REASON %	WORK ASSIGNMENT f	WORK ASSIGNMENT %	LATE f	LATE %
BASIC INTEGRATION PROGRAM													
JCCC	205	4	2.0	2	1.0	1	0.5	180	87.8	0	0.0	18	8.8
LEARNING DISABILITY EDUCATION													
MCC	14	0	0.0	2	14.3	1	7.1	2	14.3	0	0.0	9	64.3
MBCC	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
JDCC	10	9	90.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0
PRG. TOTAL	25	9	36.0	2	8.0	1	4.0	3	12.0	0	0.0	10	40.0
ADULT BASIC EDUCATION													
OSP	58	2	3.4	9	15.5	0	0.0	40	69.0	7	12.1	0	0.0
JBCC	4	0	0.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0
JCCC	277	15	5.4	14	5.1	0	0.0	177	63.9	0	0.0	71	25.6
OSR	345	32	9.3	11	3.2	3	0.9	266	77.1	2	0.6	31	9.0
JHCC	96	0	0.0	24	25.0	59	61.5	9	9.4	3	3.1	1	1.0
MCC	69	0	0.0	1	1.4	5	7.2	17	24.6	1	1.4	45	65.2
SCC	32	0	0.0	18	56.3	5	15.6	9	28.1	0	0.0	0	0.0
CCC	280	2	0.7	25	8.9	5	1.8	245	87.5	0	0.0	3	1.1
MBCC	16	0	0.0	8	50.0	2	12.5	4	25.0	0	0.0	2	12.5
LCC	92	1	1.1	48	52.2	13	14.1	28	30.4	0	0.0	2	2.2
JDCC	400	31	7.7	86	21.5	10	2.5	170	42.5	70	17.5	33	8.2
JLCC	24	0	0.0	0	0.0	0	0.0	5	20.8	0	0.0	19	79.2
PRG. TOTAL	1693	83	4.9	244	14.4	102	6.0	974	57.5	83	4.9	207	12.2
GED													
OSP	40	1	2.5	10	25.0	0	0.0	29	72.5	0	0.0	0	0.0
JBCC	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0
JCCC	573	8	1.4	27	4.7	0	0.0	499	87.1	0	0.0	39	6.8
OSR	566	9	1.6	36	6.4	7	1.2	475	83.9	1	0.2	38	6.7
JHCC	60	0	0.0	31	51.7	22	36.7	1	1.7	1	1.7	5	8.3
MCC	23	0	0.0	0	0.0	3	13.0	6	26.1	0	0.0	14	60.9
SCC	13	0	0.0	7	53.8	1	7.7	5	38.5	0	0.0	0	0.0
OCC	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
CCC	142	1	0.7	10	7.0	3	2.1	127	89.4	0	0.0	1	0.7
MBCC	11	4	36.4	2	18.2	2	18.2	2	18.2	0	0.0	1	9.1

TABLE IX

SUMMARY OF THE FISCAL YEAR 1986 UNEXCUSED ABSENCES FROM EDUCATIONAL PROGRAMS BY FACILITY

FACILITY	TOTAL UNEXCUSED ABSENCES	MEDICAL APPOINTMENT f	MEDICAL APPOINTMENT %	OTHER PROGRAM f	OTHER PROGRAM %	CASE MANAGER f	CASE MANAGER %	NO REASON f	NO REASON %	WORK ASSIGNMENT f	WORK ASSIGNMENT %	LATE f	LATE %
GED				(CONTINUED)									
LCC	104	1	1.0	40	38.5	0	0.0	50	48.1	0	0.0	13	12.5
JDCC	113	2	1.8	51	45.1	4	3.5	35	31.0	12	10.6	9	8.0
JLCC	15	0	0.0	0	0.0	0	0.0	4	26.7	0	0.0	11	73.3
PRG. TOTAL	1665	26	1.6	214	12.9	42	2.5	1238	74.4	14	0.8	131	7.9
HIGH SCHOOL DIPLOMA													
OSR	533	21	3.9	69	12.9	3	0.6	396	74.3	4	0.8	40	7.5
JHCC	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
CCC	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0
PRG. TOTAL	538	21	3.9	69	12.8	5	0.9	399	74.2	4	0.7	40	7.4
COLLEGE/TALK BACK TV													
OSR	5	0	0.0	0	0.0	0	0.0	3	60.0	0	0.0	2	40.0
POST SECONDARY EDUCATION													
JCCC	197	0	0.0	23	11.7	0	0.0	157	79.7	0	0.0	17	8.6
OSR	13	0	0.0	0	0.0	0	0.0	13	100.0	0	0.0	0	0.0
JHCC	4	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0
CCC	18	1	5.6	3	16.7	1	5.6	13	72.2	0	0.0	0	0.0
JDCC	108	17	15.7	45	41.7	2	1.9	27	25.0	0	0.0	17	15.7
JLCC	18	1	5.6	1	5.6	0	0.0	4	22.2	1	5.6	11	61.1
PRG. TOTAL	358	19	5.3	73	20.4	6	1.7	214	59.8	1	0.3	45	12.6
CHAPTER I													
OSR	50	0	0.0	0	0.0	1	2.0	49	98.0	0	0.0	0	0.0
JHCC	33	0	0.0	17	51.5	15	45.5	0	0.0	0	0.0	1	3.0
CCC	95	1	1.1	6	6.3	2	2.1	86	90.5	0	0.0	0	0.0
MBCC	3	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0
LCC	107	0	0.0	37	34.6	26	24.3	35	32.7	0	0.0	9	8.4
PRG. TOTAL	288	1	0.3	62	21.5	45	15.6	170	59.0	0	0.0	10	3.5
VO-TECH													
JCCC	11	1	9.1	0	0.0	0	0.0	9	81.8	0	0.0	1	9.1
OSR	227	14	6.2	12	5.3	22	9.7	143	63.0	32	14.1	4	1.8
CCC	76	0	0.0	1	1.3	0	0.0	75	98.7	0	0.0	0	0.0

TABLE IX

SUMMARY OF THE FISCAL YEAR 1986 UNEXCUSED ABSENCES FROM EDUCATIONAL PROGRAMS BY FACILITY

FACILITY	TOTAL UNEXCUSED ABSENCES	MEDICAL APPOINTMENT f	%	OTHER PROGRAM f	%	CASE MANAGER f	%	NO REASON f	%	WORK ASSIGNMENT f	%	LATE f	%
VO-TECH			(CONTINUED)										
MBCC	115	6	5.2	31	27.0	36	31.3	16	13.9	4	3.5	22	19.1
JDCC	2	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0
PRG. TOTAL	431	22	5.1	45	10.4	58	13.5	243	56.4	36	8.4	27	6.3
DAILY LIVING SKILLS													
JCCC	84	0	0.0	1	1.2	0	0.0	83	98.8	0	0.0	0	0.0
JHCC	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
CCC	207	3	1.4	6	2.9	4	1.9	194	93.7	0	0.0	0	0.0
MBCC	14	0	0.0	3	21.4	2	14.3	4	28.6	3	21.4	2	14.3
JDCC	109	2	1.8	56	51.4	4	3.7	45	41.3	0	0.0	2	1.8
JLCC	16	0	0.0	0	0.0	2	12.5	5	31.3	0	0.0	9	56.3
PRG. TOTAL	432	5	1.2	66	15.3	14	3.2	331	76.6	3	0.7	13	3.0
GRAND TOTAL	5640	190	3.4	777	13.8	274	4.9	3755	66.6	141	2.5	503	8.9

TABLE X

I.Q. SCORES, READING TEST SCORES, AND MATH TEST SCORES FOR FISCAL YEAR 1986
PARTICIPANTS IN EDUCATIONAL PROGRAMS BY PROGRAM AND BY FACILITY

FACILITY	NUMBER WITH IQ SCORE	PERCENT BY IQ LEVEL 60-75	76-85	86-95	>95	AVERAGE IQ SCORE	NUMBER WITH READ. SCORE	PERCENT BY READING LEVEL 1-6	7-9	10-12	AVERAGE READ. SCORE	NUMBER WITH MATH SCORE	PERCENT BY MATH LEVEL 1-6	7-9	10-12	AVERAGE MATH SCORE
BASIC INTEGRATION PROGRAM																
JCCC	43	86.0	9.3	4.7	0.0	67.7	32	90.6	3.1	6.3	4.5	31	93.5	6.5	0.0	4.2
PROGRAM TOTAL	43	86.0	9.3	4.7	0.0	67.7	32	90.6	3.1	6.3	4.5	31	93.5	6.5	0.0	4.2
LEARNING DISABILITY EDUCATION																
MCC	12	66.7	8.3	25.0	0.0	74.0	6	100.0	0.0	0.0	3.9	6	100.0	0.0	0.0	4.2
PROGRAM TOTAL	12	66.7	8.3	25.0	0.0	74.0	6	100.0	0.0	0.0	3.9	6	100.0	0.0	0.0	4.2
ADULT BASIC EDUCATION																
OSP	17	11.8	23.5	23.5	41.2	92.0	13	46.2	30.8	23.1	7.4	13	53.8	46.2	0.0	6.2
JBCC	20	20.0	30.0	20.0	30.0	89.2	16	56.3	25.0	18.8	6.9	16	50.0	50.0	0.0	6.5
JCCC	56	50.0	23.2	19.6	7.1	75.9	49	75.5	10.2	14.3	5.6	48	83.3	10.4	6.3	5.3
OSR	60	21.7	21.7	26.7	30.0	87.7	51	47.1	19.6	33.3	7.8	49	59.2	34.7	6.1	6.5
JHCC	73	21.9	31.5	23.3	23.3	84.0	67	50.7	16.4	32.8	7.6	60	68.3	28.3	3.3	6.3
MCC	43	20.9	16.3	39.5	23.3	87.1	43	37.2	41.9	20.9	7.7	38	57.9	36.8	5.3	6.7
SCC	7	28.6	28.6	28.6	14.3	82.7	8	50.0	37.5	12.5	6.8	7	85.7	14.3	0.0	6.1
OCC	45	28.9	20.0	28.9	22.2	83.9	41	65.9	14.6	19.5	6.3	38	76.3	23.7	0.0	5.3
CCC	65	20.0	27.7	27.7	24.6	86.8	62	38.7	38.7	22.6	7.7	59	61.0	35.6	3.4	6.4
MBCC	23	43.5	26.1	26.1	4.3	77.7	25	92.0	8.0	0.0	5.4	22	86.4	13.6	0.0	5.3
LCC	174	16.7	23.6	28.2	31.6	88.1	155	51.0	34.2	14.8	6.9	143	58.7	37.8	3.5	6.3
JDCC	12	33.3	16.7	33.3	16.7	83.7	14	50.0	42.9	7.1	7.1	13	61.5	38.5	0.0	6.1
JLCC	51	19.6	31.4	23.5	25.5	86.5	45	55.6	37.8	6.7	6.4	39	79.5	20.5	0.0	5.7
TCTC	11	36.4	27.3	9.1	27.3	81.2	8	62.5	37.5	0.0	5.7	6	100.0	0.0	0.0	4.8
PROGRAM TOTAL	657	23.9	24.8	26.5	24.8	85.5	597	53.6	27.8	18.6	6.9	551	66.4	30.5	3.1	6.1
GED																
OSP	14	21.4	14.3	28.6	35.7	88.5	10	30.0	40.0	30.0	8.0	10	50.0	30.0	20.0	7.3
JBCC	16	12.5	12.5	18.8	56.3	95.0	14	35.7	21.4	42.9	8.8	14	28.6	57.1	14.3	7.8
JCCC	72	9.7	18.1	29.2	43.1	92.1	75	34.7	28.0	37.3	8.4	72	40.3	51.4	8.3	7.4
OSR	74	20.3	17.6	25.7	36.5	89.5	66	36.4	22.7	40.9	8.4	61	49.2	37.7	13.1	7.0
JHCC	72	16.7	19.4	25.0	38.9	89.1	71	19.7	22.5	57.7	9.9	66	40.9	47.0	12.1	7.4
MCC	24	0.0	8.3	25.0	66.7	101.5	24	0.0	16.7	83.3	11.5	24	4.2	66.7	29.2	8.9
SCC	20	10.0	15.0	35.0	40.0	91.7	18	33.3	11.1	55.6	9.5	17	41.2	35.3	23.5	7.7
OCC	153	11.1	22.2	31.4	35.3	90.3	145	29.0	33.1	37.9	8.6	130	46.9	45.4	7.7	7.1
CCC	35	0.0	14.3	34.3	51.4	95.5	34	2.9	26.5	70.6	10.6	33	18.2	60.6	21.2	8.5
MBCC	29	10.3	27.6	27.6	34.5	88.5	32	25.0	37.5	37.5	9.0	28	39.3	46.4	14.3	7.6
LCC	163	3.7	11.0	23.9	61.3	97.9	162	9.9	38.3	51.9	9.7	157	22.9	63.7	13.4	8.1
JDCC	2	0.0	100.0	0.0	0.0	79.0	5	0.0	80.0	20.0	9.4	5	20.0	60.0	20.0	8.4
JLCC	52	1.9	17.3	26.9	53.8	95.9	50	6.0	48.0	46.0	9.8	45	35.6	44.4	20.0	7.9
TCTC	174	20.1	21.3	30.5	28.2	87.2	156	28.2	37.8	34.0	8.5	138	50.7	39.1	10.1	6.8
PROGRAM TOTAL	900	11.4	18.0	28.0	42.6	91.9	862	22.3	32.8	44.9	9.1	800	38.0	49.1	12.9	7.5
HIGH SCHOOL DIPLOMA																
OSR	66	10.6	22.7	30.3	36.4	91.0	62	33.9	17.7	48.4	10.0	59	44.1	32.2	23.7	8.5

TABLE X

I.Q. SCORES, READING TEST SCORES, AND MATH TEST SCORES FOR FISCAL YEAR 1986
PARTICIPANTS IN EDUCATIONAL PROGRAMS BY PROGRAM AND BY FACILITY

FACILITY	NUMBER WITH IQ SCORE	PERCENT BY IQ LEVEL 60-75	76-85	86-95	>95	AVERAGE IQ SCORE	NUMBER WITH READ. SCORE	PERCENT BY READING LEVEL 1-6	7-9	10-12	AVERAGE READ. SCORE	NUMBER WITH MATH SCORE	PERCENT BY MATH LEVEL 1-6	7-9	10-12	AVERAGE MATH SCORE
HIGH SCHOOL DIPLOMA																
OCC	6	33.3	16.7	33.3	16.7	82.3	6	33.3	16.7	50.0	8.4	6	50.0	50.0	0.0	7.0
CCC	3	0.0	0.0	0.0	100.0	108.0	3	0.0	33.3	66.7	10.8	3	0.0	100.0	0.0	8.3
JLCC	3	0.0	0.0	0.0	100.0	109.3	3	0.0	0.0	100.0	12.9	2	0.0	0.0	100.0	12.7
PROGRAM TOTAL	78	11.5	20.5	28.2	39.7	91.7	74	31.1	17.6	51.4	10.0	70	41.4	35.7	22.9	8.5
COLLEGE/TALK BACK TV																
OSP	2	0.0	0.0	0.0	100.0	110.0	2	0.0	0.0	100.0	12.9	2	0.0	0.0	100.0	12.5
JBCC	3	0.0	0.0	0.0	100.0	113.0	4	0.0	0.0	100.0	12.7	3	0.0	0.0	100.0	12.5
JHCC	15	0.0	6.7	6.7	86.7	102.5	13	7.7	0.0	92.3	11.9	13	0.0	38.5	61.5	10.7
SCC	9	0.0	0.0	22.2	77.8	100.1	10	10.0	10.0	80.0	11.2	10	0.0	50.0	50.0	9.7
OCC	4	0.0	0.0	25.0	75.0	101.2	4	0.0	0.0	100.0	12.4	4	0.0	75.0	25.0	9.8
MBCC	4	0.0	25.0	50.0	25.0	97.2	7	14.3	28.6	57.1	9.7	7	14.3	42.9	42.9	9.3
JDCC	2	0.0	50.0	0.0	50.0	99.5	2	50.0	0.0	50.0	7.5	2	50.0	0.0	50.0	7.9
PROGRAM TOTAL	39	0.0	7.7	15.4	76.9	102.3	43	9.3	7.0	83.7	11.4	42	4.8	38.1	57.1	10.3
POST SECONDARY EDUCATION																
JCCC	53	1.9	9.4	20.8	67.9	98.2	54	0.0	11.1	88.9	13.3	53	9.4	41.5	49.1	9.8
OSR	5	0.0	0.0	40.0	60.0	99.4	4	0.0	50.0	50.0	10.5	4	25.0	50.0	25.0	7.7
JHCC	17	11.8	11.8	23.5	52.9	93.1	16	6.3	31.3	62.5	10.3	16	31.3	50.0	18.8	8.1
CCC	6	0.0	16.7	0.0	83.3	101.7	5	0.0	40.0	60.0	10.0	5	0.0	80.0	20.0	9.0
MBCC	7	0.0	14.3	42.9	42.9	94.1	7	14.3	28.6	57.1	10.2	6	33.3	16.7	50.0	9.3
LCC	2	0.0	50.0	0.0	50.0	86.5	2	0.0	50.0	50.0	10.6	2	0.0	100.0	0.0	7.9
JDCC	5	20.0	0.0	20.0	60.0	93.0	4	25.0	25.0	50.0	9.3	4	25.0	50.0	25.0	8.6
JLCC	41	0.0	12.2	24.4	63.4	99.4	40	7.5	7.5	85.0	11.5	38	10.5	36.8	52.6	9.9
PROGRAM TOTAL	137	2.9	10.9	22.6	63.5	97.7	133	4.5	17.3	78.2	11.9	129	14.0	43.4	42.6	9.4
CHAPTER I																
OSR	13	23.1	7.7	38.5	30.8	91.3	12	75.0	16.7	8.3	6.2	11	72.7	18.2	9.1	6.1
JHCC	16	12.5	31.3	18.8	37.5	89.1	17	58.8	5.9	35.3	7.7	14	64.3	35.7	0.0	6.1
CCC	18	16.7	16.7	11.1	55.6	92.8	18	27.8	50.0	22.2	8.2	18	50.0	44.4	5.6	6.8
MBCC	24	20.8	20.8	41.7	16.7	85.7	24	37.5	50.0	12.5	7.5	21	47.6	52.4	0.0	7.0
LCC	185	6.5	16.8	27.0	49.7	94.2	166	29.5	35.5	34.9	8.4	158	36.7	55.7	7.6	7.2
JLCC	2	0.0	0.0	50.0	50.0	96.5	2	100.0	0.0	0.0	4.5	1	100.0	0.0	0.0	4.3
PROGRAM TOTAL	258	9.7	17.4	27.5	45.3	92.9	239	35.1	34.7	30.1	8.1	223	42.6	51.1	6.3	7.0
VO-TECH																
JCCC	22	72.7	13.6	4.5	9.1	72.0	20	75.0	10.0	15.0	5.7	19	68.4	26.3	5.3	5.0
OSR	25	8.0	8.0	36.0	48.0	94.2	27	11.1	11.1	77.8	10.9	26	23.1	46.2	30.8	8.5
CCC	38	7.9	10.5	50.0	31.6	92.1	43	37.2	20.9	41.9	8.9	41	41.5	34.1	24.4	8.0
MBCC	114	18.4	26.3	24.6	30.7	88.2	117	25.6	31.6	42.7	9.3	107	32.7	47.7	19.6	8.0
PROGRAM TOTAL	199	21.1	19.6	28.6	30.7	87.9	207	30.9	24.6	44.4	9.1	193	36.8	42.5	20.7	7.8

TABLE II

I.Q. SCORES, READING TEST SCORES, AND MATH TEST SCORES FOR FISCAL YEAR 1986
PARTICIPANTS IN EDUCATIONAL PROGRAMS BY PROGRAM AND BY FACILITY

FACILITY	NUMBER WITH IQ SCORE	PERCENT BY IQ LEVEL 60-75	76-85	86-95	>95	AVERAGE IQ SCORE	NUMBER WITH READ. SCORE	PERCENT BY READING LEVEL 1-6	7-9	10-12	AVERAGE READ. SCORE	NUMBER WITH MATH SCORE	PERCENT BY MATH LEVEL 1-6	7-9	10-12	AVERAGE MATH SCORE
DAILY LIVING SKILLS																
JBCC	14	7.1	35.7	21.4	35.7	89.4	14	42.9	14.3	42.9	8 0	13	23.1	61.5	15.4	7.7
JCCC	35	17.1	28.6	14.3	40.0	88.1	33	30.3	21.2	48.5	9.1	32	46.9	28.1	25.0	7.7
JHCC	9	0.0	22.2	55.6	22.2	92.0	10	10.0	10.0	80.0	11.4	10	50.0	30.0	20.0	7.1
SCC	16	12.5	18.8	18.8	50.0	91.5	17	35.3	29.4	35.3	8.1	15	40.0	60.0	0.0	6.9
OCC	80	6.3	15.0	30.0	48.7	94.0	84	15.5	34.5	50.0	9.4	78	41.0	50.0	9.0	8.0
CCC	30	3.3	16.7	30.0	50.0	95.9	26	11.5	38.5	50.0	9.7	22	27.3	50.0	22.7	8.2
MBCC	26	23.1	26.9	19.2	30.8	85.3	29	17.2	55.2	27.6	9.3	27	37.0	44.4	18.5	7.8
LCC	10	0.0	0.0	20.0	80.0	102.3	11	9.1	18.2	72.7	10.1	11	9.1	81.8	9.1	8.3
JDCC	9	11.1	0.0	11.1	77.8	103.4	12	8.3	16.7	75.0	10.9	12	8.3	41.7	50.0	9.5
JLCC	63	7.9	20.6	27.0	44.4	93.7	60	20.0	25.0	55.0	9.6	51	33.3	39.2	27.5	8.1
TCTC	268	13.8	16.8	23.1	46.3	92.3	265	18.9	23.4	57.7	9.8	232	29.7	44.8	25.4	8.2
PROGRAM TOTAL	561	11.4	18.2	24.2	46.2	92.6	562	19.2	26.9	53.9	9.6	504	32.7	45.4	21.8	8.1
GRAND TOTAL	2885	15.6	19.1	26.1	39.2	90.3	2756	30.4	28.1	41.5	8.8	2550	42.6	42.5	14.9	7.4

TABLE XI

PRE- AND POST- READING AND MATH TEST RESULTS FOR FISCAL YEAR 1986
PARTICIPANTS IN EDUCATIONAL PROGRAMS BY PROGRAM AND BY FACILITY

	READING RESULTS				MATH RESULTS			
FACILITY	NUMBER WITH PRE- AND POST-TEST DATA	AVERAGE PRE-TEST SCORE	AVERAGE POST-TEST SCORE	AVERAGE CHANGE	NUMBER WITH PRE- AND POST-TEST DATA	AVERAGE PRE-TEST SCORE	AVERAGE POST-TEST SCORE	AVERAGE CHANGE
BASIC INTEGRATION PROGRAM								
JCCC	3	3.4	3.5	0.0	3	4.6	5.4	0.9
PROGRAM TOTAL	3	3.4	3.5	0.0	3	4.6	5.4	0.9
LEARNING DISABILITY EDUCATION								
MCC	17	3.8	4.2	0.4	18	4.5	4.9	0.3
MBCC	3	5.7	5.9	0.2	3	5.9	6.7	0.8
PROGRAM TOTAL	20	4.1	4.5	0.4	21	4.7	5.1	0.4
ADULT BASIC EDUCATION								
OSP	13	6.4	7.4	0.9	13	6.3	7.6	1.3
JBCC	17	7.2	7.7	0.5	17	7.1	7.8	0.7
JCCC	5	5.6	6.6	1.0	5	6.0	6.9	0.8
OSR	25	8.1	8.4	0.3	26	7.2	7.5	0.3
JHCC	24	6.6	7.1	0.5	24	6.6	7.2	0.6
MCC	35	6.7	7.6	0.9	36	6.8	7.8	1.0
SCC	9	7.1	7.2	0.1	9	7.2	8.4	1.2
OCC	12	7.1	8.0	0.9	12	7.2	8.0	0.7
CCC	49	6.6	7.0	0.3	47	6.7	7.3	0.5
MBCC	15	5.5	6.1	0.6	13	5.3	6.4	1.0
LCC	44	6.1	6.6	0.5	45	5.9	6.9	1.0
JBCC	46	6.2	6.6	0.4	45	6.1	6.8	0.7
JLCC	26	6.4	7.2	0.8	27	6.0	7.1	1.1
PROGRAM TOTAL	290	6.7	7.2	0.5	288	6.5	7.3	0.8
GED								
OSP	17	8.4	9.8	1.5	17	8.6	9.0	0.4
JBCC	20	9.5	10.1	0.6	20	9.6	9.8	0.1
JCCC	8	8.1	7.8	-0.3	8	7.5	7.9	0.3
OSR	28	8.5	8.8	0.3	29	7.4	7.7	0.3
JHCC	23	8.5	8.8	0.2	22	8.0	8.7	0.7
MCC	6	9.3	9.7	0.4	6	8.0	9.1	1.1
SCC	18	8.1	8.8	0.7	18	7.5	9.5	2.0
OCC	27	7.5	7.8	0.4	29	7.4	8.0	0.6
CCC	22	8.3	8.8	0.5	22	7.9	8.4	0.5
MBCC	17	9.7	10.3	0.6	19	8.0	9.0	1.0
LCC	33	9.1	9.8	0.7	40	7.0	8.7	1.6
JDCC	15	9.2	9.8	0.5	15	8.3	8.6	0.2

TABLE XI

PRE- AND POST- READING AND MATH TEST RESULTS FOR FISCAL YEAR 1986
PARTICIPANTS IN EDUCATIONAL PROGRAMS BY PROGRAM AND BY FACILITY

	READING RESULTS				MATH RESULTS			
FACILITY	NUMBER WITH PRE- AND POST-TEST DATA	AVERAGE PRE-TEST SCORE	AVERAGE POST-TEST SCORE	AVERAGE CHANGE	NUMBER WITH PRE- AND POST-TEST DATA	AVERAGE PRE-TEST SCORE	AVERAGE POST-TEST SCORE	AVERAGE CHANGE
GED								
JLCC	37	10.1	9.6	-0.5	37	8.1	8.7	0.6
TCTC	6	7.1	7.0	-0.1	4	7.2	7.7	0.5
PROGRAM TOTAL	251	8.8	9.2	0.4	256	7.7	8.6	0.9
HIGH SCHOOL DIPLOMA								
OSR	21	9.5	9.8	0.2	22	8.1	8.2	0.2
JHCC	1	6.0	6.0	0.0	1	6.6	6.4	-0.2
OCC	2	5.9	5.8	0.0	2	7.7	7.4	-0.3
CCC	2	9.3	8.8	-0.5	2	8.5	8.2	-0.3
JLCC	2	12.1	9.6	-2.5	2	6.9	8.3	1.4
PROGRAM TOTAL	28	9.3	9.3	-0.1	29	7.9	8.1	0.2
COLLEGE/TALK BACK TV								
OSP	1	12.5	12.3	-0.2	1	12.1	12.4	0.3
JHCC	1	11.5	10.2	-1.3	1	9.4	9.3	-0.1
PROGRAM TOTAL	2	12.0	11.2	-0.8	2	10.7	10.9	0.1
POST SECONDARY EDUCATION								
JBCC	1	9.1	9.8	0.7	1	9.7	9.9	0.2
JCCC	2	10.5	11.2	0.8	2	10.7	11.8	1.1
OSR	8	12.0	12.1	0.1	8	9.6	10.1	0.5
JHCC	4	10.1	10.0	0.0	4	9.0	8.8	-0.1
MCC	1	9.6	7.6	-2.0	1	8.4	7.9	-0.5
CCC	2	9.3	8.8	-0.5	2	8.5	8.2	-0.3
MBCC	2	10.0	10.2	0.3	2	8.2	9.6	1.4
LCC	2	10.6	10.2	-0.4	2	7.9	9.6	1.7
JBCC	8	10.6	11.0	0.5	8	9.6	11.0	1.4
JLCC	38	11.1	10.8	-0.3	37	9.2	10.2	0.9
PROGRAM TOTAL	65	10.9	10.9	0.0	64	9.3	10.2	0.9
CHAPTER I								
OSR	4	7.6	8.2	0.7	4	6.8	7.1	0.3
JHCC	9	6.4	7.0	0.6	9	6.6	7.2	0.6
CCC	7	7.1	7.3	0.1	6	7.0	7.2	0.3
MBCC	9	5.8	6.6	0.9	5	6.7	7.4	0.6
LCC	42	7.2	7.4	0.2	45	6.3	7.4	1.1

TABLE XI

PRE- AND POST- READING AND MATH TEST RESULTS FOR FISCAL YEAR 1986
PARTICIPANTS IN EDUCATIONAL PROGRAMS BY PROGRAM AND BY FACILITY

	READING RESULTS				MATH RESULTS			
FACILITY	NUMBER WITH PRE- AND POST-TEST DATA	AVERAGE PRE-TEST SCORE	AVERAGE POST-TEST SCORE	AVERAGE CHANGE	NUMBER WITH PRE- AND POST-TEST DATA	AVERAGE PRE-TEST SCORE	AVERAGE POST-TEST SCORE	AVERAGE CHANGE
CHAPTER I								
JLCC PROGRAM	1	5.7	6.2	0.5	1	5.6	6.0	0.4
TOTAL	65	7.0	7.3	0.3	64	6.4	7.3	0.9
GRAND TOTAL	486	7.8	8.2	0.4	484	7.1	8.0	0.9

Appendix A

Oklahoma Department of Corrections
Offender Programs

Title	Description	Eligibility Criteria
Basic Integration Program (BIP)	Provides an intensive structured program of education, social skills and vocational training to inmates with borderline mental ability or below.	1) I.Q. below 80 on Revised Beta II PR WAIS-R (60-80 full scale). 2) Minimum security status. 3) Not actively psychotic. 4) Reading level below 5th grade. 5) Recommendation by Psychological Services staff.
Learning Disability Education	Provides an intensive program for inmates with I.Q.'s between 50 and 70, or Learning Disabilities.	Diagnosed as Learning Disability by qualified psychometrist or psychologist.
ABE	Adult Basic Education is a remedial program to bring reading, math, language arts, social studies, and science achievement levels up to eighth grade level.	CAT score on reading or math below 7.0
GED	Instruction in reading, math, language arts, social studies, spelling, and science for students functioning above the eighth grade level. Leading to a high school equivalency certificate.	CAT score on reading and math 7.0 and above.
High School Diploma Program	A fully accredited high school program which offers a minimum of 28 units per school year at one correctional institution, other units available at all institutions - based on teacher availability.	Does not have a High School Diploma or GED and inmate requests enrollment in High School Diploma Program.
College/Talk Back TV	Provides educational opportunities for college level programs for eligible inmates leads to a degree (AA, BA, MA).	Inmate must possess a high school diploma or GED and requests college programming.
Daily Living Skills	Teaches consumer education which includes:apartment/ home buying or renting, advertising gimmicks, insurance buying, use of credit, good shopping habits, budgeting, income tax preparation, health, education, government and law, and employment education.	(No criteria)

Source: CM-05 dated November 1, 1984.

Appendix B

EDUCATION DEPARTMENT
CLASS REGISTER
Month ____ Year ____

Return to: Dr. Kathy Roberts
Department of Corrections

Due: Fifth Day of Each Month

Facility Code: _____

Teacher #: _____

Number Enrolled: _____

Month _____

NAME	DOC #	CLASS CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Number on Waiting List By Program

ABE	____	MR	____	THIV	____
GED	____	LD	____	Chapter I	____
DLS	____	PSE	____	H.S. Credit	____

# of Case Management Referrals _____

Actions Taken: _____